

## 1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

### Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

<b>3-Digit LEA/Charter Code:</b> 298202
<b>Contact Name:</b> Laurie Rook
<b>Contact Phone No.:</b> 252-237-2450
<b>District/Charter Name:</b> Eastern North Carolina School for the Deaf
<b>Contact Title:</b> Lead Teacher/Testing Coordinator
<b>Contact E-Mail:</b> Laurie.Rook@esdb.dpi.nc.gov

### Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes

☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

Click or tap here to enter text.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☒ Yes

☐ No

Explain below:

ENCSD is a residential school serving deaf and hard of hearing students in the 54 eastern counties of NC who cannot be adequately served in their home counties because of their unique needs and disabilities. These students all have some type of hearing loss. Many have additional cognitive, sensory or physical impairments that require according to their IEP, evaluations, and assessments an educational program geared more to life skills than the regular academic program assessed using the regular EOG/EOC/NCFE end of the year assessments. Two-thirds of the students at ENCSD participate in the regular EOG/EOC/NCFE assessments with accommodations as indicated on the student's IEP and their results are on PowerSchool.

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes

☐ No

Explain below:

The numbers at ENCSD are very small. So small that data cannot be derived for specific groups but the policy at ENCSD is not to discriminate against anyone because of race, gender, creed, etc... ENCSD does not have control over the socioeconomic status of the students arriving. That is the decision of the LEA of their home county.

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### Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

All students at ENCSD have a valid IEP at the time they are placed and ENCSD was determined at an IEP meeting to be the most appropriate placement for a student. This placement is reviewed at least annually during the student's annual review and the eligibility is reviewed at least triannually during the student's reevaluation.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☐ Yes

☒ No

Explain below:

The population of students coming from the 54 most eastern counties of NC contributes to the disproportionality in alternate assessment participation.

### Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

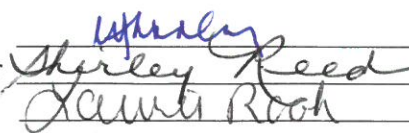
Specialized training for teachers of deaf and hard of hearing students with significant cognitive disabilities would be beneficial.

### Signatures

Superintendent/Charter School Director

Exceptional Children Director/Coordinator

LEA/Charter School Test Coordinator

  
Shirley Reed  
Xaura Rooh

Date

Date

Date

4/15/19

4/11/19

4/16/19

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by May 3, 2019.

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The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

**Note:** See page 5 for additional information that can be included but is not required.

The following additional information can be included with the justification documentation, but is not required:

- Evidence that all educators who administer the alternate assessment meet the requirements for test administrators and have received test administration training prior to administering the alternate assessment.
- Evidence that all students have appropriate access to accessibility features on statewide tests.
- A review of the percentage of students taking the alternate assessment at grade 3 versus grades 4–7 versus grade 8 versus high school and an explanation of how Individualized Education Program (IEP) teams are making consistent participation decisions across grade levels.
- A review of data to determine if students are moving from the alternate assessment to the general assessment or vice versa and an explanation for grade levels where this action is more prevalent.
- Evidence that the district is providing appropriate supports and services to students with disabilities to assist in meeting the same graduation requirements as their non-disabled peers.
- An evaluation of students instructed using the Extended Content Standards, but who are spending more than eighty percent (80%) of their day in the general education setting.
- Evidence of data-driven team decisions to determine appropriate instruction and assessment.
- An assessment of varying practices across a district and/or between different schools.
- An explanation of special programs or populations that are served by the district/charter school that may contribute to the alternate assessment participation rate.